

issues raised in the article and concludes by sharing a representative sample of the responses he received regarding the article. The responses Edwards received highlighted the fact that often there is a division within the law faculty - the traditional practical scholars on the one side and the interdisciplinary, impractical scholars on the other. A further concern highlighted by the responses was that law school pedagogy was placing too much emphasis on theory at the expense of basic doctrinal education. The responses also indicated that many law professors are uninterested in producing scholarship useful to the practising profession, and further highlighted concern about ethical problems in the profession. He concludes by explaining that he feels that the ideal law school maintains a balance between theory and doctrine, and uses interdisciplinary studies to enhance legal doctrine.

#### **Lawyers and caring: building an ethic of care into professional responsibility**

T Glennon

43 *Hastings L J*, 4, April 1992, pp 1175-1186 \*

In the last decade, a new literature has arisen, grounded in feminism, reconsidering morality, identity, and moral development. Professor Glennon applies these feminist-based ideas about moral development to a pedagogy of responsibility. She explores some of the ways in which this alternative view of moral development might affect our understanding of teaching. Professor Glennon shows that students must view themselves as capable, cared-for, and empowered in order to achieve an enlarged self-definition of professional responsibility and conceive of themselves as professionals in ways other than the dominant, privatised mode.

#### **The Purposes of the university in the first quarter of the twenty-first century**

D Barnhizer

22 *Seton Hall L Rev*, 4, 1992, pp 1124-1176

Universities must reorganise education to prepare a new generation to solve increasingly complex social, moral and economic problems. Universities must become policy development and 'solution laboratories' in their teaching, research and service activities. Law school

curriculums should be modified for students who wish to take alternative career paths such as legislators, public interest advocates, policy makers and corporate managers. A sense of professional responsibility and the notion of a 'justice mission' should be integrated into a law student's training. The changes involved in implementing the author's reinvention of law schools include condensing the present curriculum into a year long course, developing professional responsibility and practice curricula for second year students, developing outreach services where third year students can practice, forming links with non-law faculties and the introduction of masters degrees in law for non-lawyers and lawyers alike.

#### **Measuring cultural knowledge of law students**

R P Vance & R W Prichard

[see Students]

### **RESEARCH**

[no material in this edition]

### **RESOURCES**

[no material in this edition]

### **SKILLS**

#### **The MacCrate Report: of loaves and fishes, and the future of American legal education**

J J Costonis

43 *J Legal Educ*, 2, June 1993, pp 157-197

A 'first half of the century' account of legal education shows a movement away from apprenticeships in law to the more economically viable Langdellian approach; epitomised by high student/staff ratios and the idea that legal education should distance itself from professional practice. However, more modern trends and reports on legal education, such as the ABA sponsored Crampton Report, urge law schools to produce a more practice orientated graduate.

Most recently, the MacCrate Report (ABA Task Force, 1992) sets down a Statement of Fundamental Lawyering Skills and Professional Values (SSV). In the report, the Task Force clearly sets out the curricula planning goals that are instrumental in teaching the SSV, but fails to address the means by which they are to be implemented. In response to this deficiency, the author offers a five point plan detailing how the SSV might be implemented. The sheer cost of implementing the SSV, the Task Force's silence on the matter of funding, and the near absence of bar and corporate sector monetary assistance, puts the implementation of the SSV beyond the realms of practicality.

### **STATISTICS**

[no material in this edition]

### **STUDENTS**

#### **Racial discrimination in legal education, 1950 to 1963**

M H Cardozo

43 *J Legal Educ*, 1, March 1993, pp 79-84

This article briefly traces the history of the resolution by the Association of American Law Schools to abolish "segregation or discrimination in legal education on racial grounds" and the response it evoked from the various law schools.

#### **The burdens of educational loans: the impacts of debt on job choice and standards of living for students at nine American law schools**

D L Chambers

42 *J Legal Educ*, 2, June 1993, pp 187-231

American law students are needing to borrow more money in order to get through law school, whilst starting salaries remain unchanged. Debts of \$50,000 and \$60,000 are usual, whilst debts of \$40,000 are normal. A study of students at nine American law schools revealed that educational debt does seem weakly related to job choice. Other factors such as the LSAT and GPA scores, the law school, the number of employers visiting the law school, grades,